



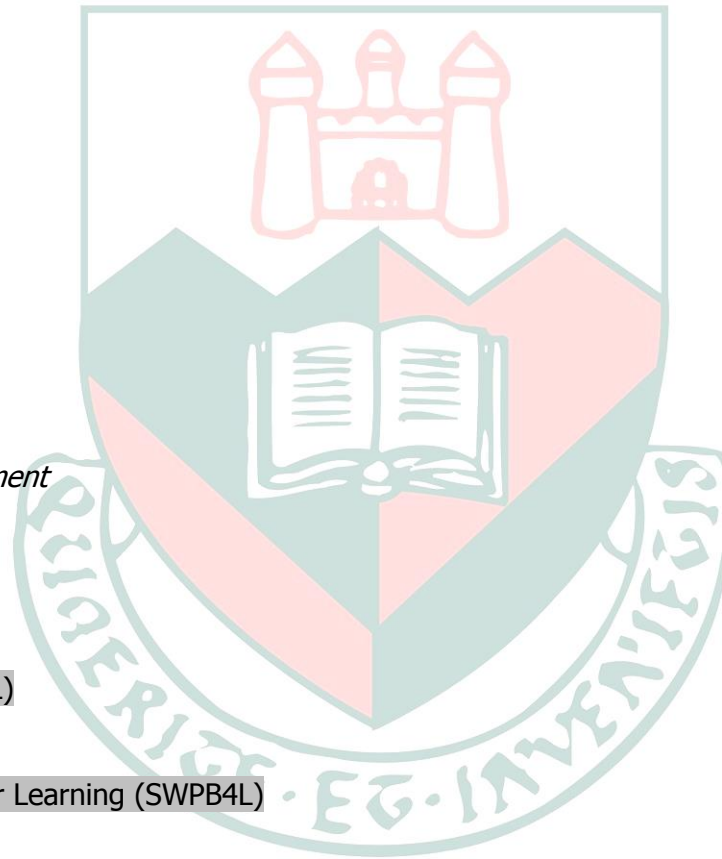
# KAIKORAI VALLEY COLLEGE

## CHARTER, STRATEGIC PLAN and ANNUAL PLAN



**2013 – 2015**

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*Note: Those goals that are shaded are the priority goals for 2013*

## WHO WE ARE?

*“In order to be an effective teacher, who makes an impact on a young person’s life, teachers need to foster a culture built around relationships and learning. Without these, the best intentions in the world will not bring about improved learning.... To get the best from their students, teachers need to foster the values of empathy, caring and respect.” (School Prospectus)*

Kaikorai Valley College (KVC), situated in a park like setting in south-west Dunedin, is a co-educational Year 7 - 13 State Secondary School with a roll of approximately 560 students. Its catchment area includes the contributing schools of Kaikorai, Mornington, Balaclava, Wakari, Maori Hill, Halfway Bush, Bradford, Brockville, Concord, Abbotsford, Green Island, Fairfield and the south coast areas. The school has a loose relationship with the Araiteuru Marae and one of the strategic goals will be to establish closer links and foster this relationship.

Kaikorai Valley College has a reputation for providing a sound education, where academic studies are the number one priority. Students are provided with a wide range of opportunities, developing into well rounded young adults, ready for their place in society. It is not uncommon for students at the school to lead very busy lives, as they often end up participating in a number of sports, as well as a multitude of other activities.

The school’s international programme is well recognised and is easily the biggest international contingent (10%) in the city. This department includes students from Brazil, China, Germany, France, Hong Kong, Japan, Korea, Thailand and Vietnam.

Due to its size, there is still a real family atmosphere (“Ahua orite te Kura ki te whare whānau - family feel”), where students are well known by the staff who take a personal interest in their students. At Kaikorai Valley College, teaching is not just seen as a job, it is a vocation. Teachers are motivated by emotions, beliefs, personal growth and collegiality. As a team, we invest time, energy and effort into every single student, making a difference each day.

The school’s philosophy is based around strong relationships, built on the values of empathy, caring and respect. Teachers at the school pride themselves on patience, perseverance and a belief in the student. The school’s core values are Participation, Respect, Inquiry, Diversity and Environment (PRIDE), and underpin everything we do here at the school. Tā matou haerenga (preparing for the real world), kei ia akoka te mana, te awe me te kaha (with each student lies the capacity and strength for self-management).

The ‘School Wide Positive Behaviour for Learning’ (SWPB4L) initiative introduced at the school in 2012, forms a basis for a culture of school-wide improvement. This school wide initiative is about improving academic and behavioural outcomes for all students. It is a framework that is consistently applied across both classroom and non-classroom settings (such as the playground, corridors, buses and toilets), where appropriate behaviours are clearly defined and taught by all the staff of the school.

The focus of the approach is on:

- preventing problem behaviours
- developing student’s social skills
- reinforcing desired behaviour
- consistently addressing and reducing inappropriate behaviours
- using data-based assessment and problem-solving to address concerns.

Kaikorai Valley College’s decile status currently sits at 5, and is a fair reflection of the socio-economic status of the students and their families who make

up the school roll. Links to community continue to develop with whānau and employers enjoying the open door policy of the school. A local curriculum is being developed to support the learning needs within the community, whilst providing a pathway to all three levels of NCEA, tertiary education and/or the workforce.

Computer Technology is particularly well catered for in both quality and quantity. Networked computers throughout the school offer all students access to computer technology and the internet. The school is a member of Dunedin Net, a network of 9 city schools, sharing high level computer technology to deliver aspects of the curriculum that might otherwise be inaccessible.

In every decision made, the focus is on that all important question, "What has it got to do with student achievement?" If the answer is "nothing!" then we ask, "why are we doing it?"

### **MISSION STATEMENT**

*"Kaikorai Valley College is committed to innovation and the promotion of excellence in teaching and learning. In partnership with our community we seek to provide broad based educational opportunities which address the needs of individual students in a safe, co-educational environment."* He manu whai huruhuru – Opportunity and Success for All.

*The motto:*

*"Quaerite et Invenietis!" – Seek and you shall find*

### **HOW DO WE SEE THIS HAPPENING?**

We believe the Mission Statement has been achieved when students demonstrate the following skills:

- Self-Management Skills based on a "can-do" attitude
- Social and Co-operative Skills that see students relating to others
- Work and Study Habits that focusing on "Thinking"
- Numeracy Skills
- Literacy Skills
- Physical Skills that promote participation and contributing
- Communication Skills including the use of language, text and symbols
- Information Skills
- Attitudes and Values that promote learning and reflect the values of our community.

As you will see the key competencies are implicit in these skills. People use these competencies to live, learn work and contribute as active members of their communities of which school is one. They are also the key to learning in each of the curriculum areas.

**THIS IS WHY WE ARE DOING IT...**

- To create a safe physical and emotional environment that sees students become participators in all aspects of educational outcomes on offer at our school.
- To help students realise their potential as individuals and develop the values needed to become well-rounded citizens ready for their place in society.
- To respect and recognise the diverse cultural heritage of New Zealand as a developing nation.
- To acknowledge and recognise the unique place of Māori in New Zealand and develop amongst the students an understanding of their heritage, and provide for increased participation and success through the advancement of Māori education initiatives, including education in Te Reo Māori, consistent with the principles of the Treaty of Waitangi.
- To provide a broad education, with very high levels of competency in basic Literacy, Numeracy, Science and Technology.
- To provide a pathway for all students to move onto tertiary education, or the workplace, so they may compete successfully in a modern, ever-changing world.
- To provide access to nationally and internationally recognised qualifications in a setting that encourages all to head down the pathway to their selected career, or participation in post-school education.
- To cater for students with special learning needs and allow them to experience success at KVC.
- To provide professional development for staff, which includes building their ability to implement the goals in the Ka Hikitia (Māori and Te Kete o Aoraki documents).

### **HOW WILL WE MEASURE OUR SUCCESS?**

- Kaikorai Valley College will measure its success against specific annual targets, developed from analysed data from the previous year as set out in Department, Annual and Strategic Plans.
- These annual success targets will identify and incorporate Iwi Māori ways of measuring through their values' systems; tiakitaka, manaakitaka, whānaukataka, mōhiotaka, tautokotia.
- In the senior school, data analysis will compare our success against national statistics in NCEA examinations, as well as those of similar decile and school types.
- In the junior school (Years 7 & 8), data analysis will compare our success against National Standards.
- In Years 9 & 10 achievement targets will be based on historical data developed over a period of time, as well as setting the foundation for senior studies.
- The development and measuring of these targets will be reviewed by the Board through annual reports of achievement data, as well as independent auditors i.e. MOE and ERO
- Through the development of formative assessment practice from Years 7 – 13.
- By monitoring the number of students leaving school with qualifications, and acting upon any areas of concern.
- By monitoring the success of our school leavers anecdotally.

### **THESE ARE THE VALUES THAT WE APPLY...**

In 2010 the Board, staff, students, whānau and community, developed five characteristics or core values that encompass the culture we are developing at the school:

- P – *Participation* in academic, sporting and cultural interests; the attitude of “giving things a go”
- R – *Respect* for self, others and the environment
- I – *Inquiry* both in teaching and learning
- D – *Diversity* in the cultural, international, special needs, gifted and talented aspects of school life
- E – *Environment* school buildings, grounds, stream, local environment, global issues

These characteristics/core values underpin all that we do at Kaikorai Valley College and are embedded in the culture of the school. SWPB4L will allow them to be revisited over the next three years. Allocated time will be set aside in the weekly timetable to teach the meaning of these terms, as well as the desired teaching and learning practices we see as important at KVC.

## **CULTURAL DIVERSITY**

At Kaikorai Valley College we put students first. The principles as found in the revised curriculum pg 9, are encompassed throughout this document and embody what we see as important and desirable in all students who attend our school.

Kaikorai Valley College is a school with students from many diverse cultures. We have approximately 9% of students identifying as Māori and 5% Pasifika. We wish to recognise and value the place of all within our school and continually strive to increase our understanding of what is important to them.

We recognise the growing number of Māori and Pasifika students attending our school and the legal, acknowledged and rightful place of Te reo Māori in New Zealand society. We wish to address this in our plans, practices and policies, helping all students to develop an understanding and appreciation of other cultures.

The thoughts and goals found in the Ka Hikitia document, and more recently the Tataiako document for teachers, will be embedded in the way we do things at Kaikorai Valley. We have high expectations of all students to achieve success, not only in the class room, but in the wider experiences of school life. We also have high expectations of our teaching staff and their ability to deliver the curriculum to all students. Each department will set annual goals, as well as school wide goals (stretch targets) for academic performance, including separate goals for Māori & Pasifika students, individuals and groups in each of their classes.

Instruction in Te Reo is compulsory for all students in Years 7, 8 and 9 and becomes a full Year course in Year 10. In the senior school, students are able to continue with their Te Reo studies, either in a face to face class setting, or through distance learning, dependant on numbers. Where students nominate to continue with Te Reo, the school provides additional support through teaching staff and kaiārahi.

One of our strategic goals (found later in this document) lays out the targets we have set around developing stronger links with our community. This will include a hui/fono to be held each term with our Māori and Pasifika students, providing them with a voice in the school. This hui will be facilitated

by the Principal and Teacher in Charge of Māori and Pasifika. It will provide an avenue for affirmation of what is going well and with suggestions on how we might better meet the needs of our Māori and Pasifika students.

Kaikorai Valley College continues to work towards incorporating tikanga into all aspects of school life, including the curriculum. One of the strongest examples of this is the Mihi Whakatau held to welcome our new Principal at the beginning of term 2. This will now be incorporated into the beginning of every school year to welcome new staff and students onto the school grounds, in a way that recognises them as part of Kaikorai Valley family/whanau and acknowledges Māori and Pasifika traditions/protocol.

## **INCLUSIVENESS**

At Kaikorai Valley College we are committed to providing a learning environment where our students become lifelong learners, striving for personal excellence in academic achievement, cultural endeavour and the sporting arena. Values built around relationships are integral to everything we do in the school as well as in our personal lives, and form the basis of what we hold dear. Because of its size of around 600 students, a family atmosphere is maintained, and is supported through the form class structure.

As stated in Section 8 of the Education Act 1989 *"...people who have special educational needs (whether because of disability or otherwise) have the same rights to enrol and receive education in state schools as people who do not."*

It is estimated that three per cent of the student population nationwide have high needs. These students have significant physical, sensory, neurological, psychiatric, behavioural or intellectual impairment. Some of these students qualify for Ongoing Resourcing Schemes (ORS).

Kaikorai Valley College has a proud reputation of catering well for students with high needs, and the schools Brathwaite Centre works very hard to ensure that these students gain the highest possible level of education. Our students with high needs undertake, where possible, a large degree of schooling within a regular classroom setting (mainstreamed). As a result, all students at KVC are very accustomed to having these students in their classes, social settings, and all aspects of school life. This also prepares all students well for the future.

Students with identified learning needs that require additional assistance, may be channelled into the school's Learning Support programme that targets their learning needs. This programme has proven to be very successful in ensuring no one is 'left behind'.

Students who are identified as having particular strengths (Gifted and Talented) are given extension work through targeted programmes.

As previously mentioned, the school has a large international department (approximately 10% of the school roll). The school works very hard to ensure these students are fully integrated in the life of the school, not only academically, but also in out of class activities. These students add another very valuable aspect to school life and allow us to develop and strengthen our skills in diversity.

Staff at Kaikorai Valley College demonstrate a commitment to educate ALL students, including those with particular learning needs. This commitment goes beyond offering a welcoming environment and extends to ensuring that adaptations are made to cater for learning needs, as well as the wishes of the family.

## **HOW WE ARE GOING TO GET THERE?**

- Our school will continually develop, implement and monitor learning initiatives that focus on student achievement.
- We will strive for excellence in education and student achievement at both junior and senior levels.
- We will establish measurable academic, sporting and cultural targets, with a focus on improved student outcomes.
- Our BoT, through the senior management team, implements a performance management system designed to promote high levels of staff performance, measured in the context of the new teaching criteria and professional standards, whilst linking into professional development around educational goals.
- Implement the Ka Hikitia & Tataiako documents as part of the measurables against which the school and its BoT performs.
- We will allocate funding, the acquisition and maintenance of property to achieve our educational goals in accordance with assessed priorities.
- As part of this strategic plan, the Board and Management Team will develop a very robust three year self-review cycle that monitors departmental performance, making recommendations for continued improvement and learning outcomes.
- We will provide a safe and stimulating learning environment that promotes student achievement.
- Comply with general legislation relating to school administration.

### **KEEPING ON TRACK...**

*We will annually review the strategic plan and construct a new three year and annual plan to ensure that a culture of continual growth is taking place.* Policies and procedures will be reviewed on a triennial cycle. One of our goals for 2013 will see us renew our efforts to provide meaningful data analysis on student achievement to the Board. This will ensure they are well informed about student progress and that staff are reflective in practice and continually looking to the next step in teaching and learning. The school will also continue to consult with our school community through short surveys, parent teacher interviews and public meetings.

### **CONSULTATION**

#### *Board of Trustees:*

- Ministry of Education representatives met with the principal during 2012 to discuss possible PLD and that might meet the academic need of students attending the school. These representatives include Lyn McKinney, Di Stewart and Trevor McKinlay.
- New principal discusses strategic planning with the Board for 2013 forward. Initial concepts introduced in June 2012
- Special meeting set aside to further brainstorm ideas for strategic planning on November 28<sup>th</sup>, 2012.
- A copy of the draft charter, strategic and annual plan was emailed for consideration to the board early December 2012.
- Ratification of Charter and Strategic Plan at February meeting of Board, 2013.

#### *Staff:*

- All staff, teaching and non-teaching were interviewed by the Principal in Term 2 of 2012 and asked for individual input.
- Further consultation survey sent to ALL staff in November 2012
- Hard copies of draft charter, strategic and annual plan was tabled and emailed for consideration early January 2013.
- Opportunities for comment and feedback on draft Charter and Strategic Plan were sought at staff meeting in January, 2013.



*Students:*

- All students asked to provide input through student survey in October 2012.
- A draft copy of the overall plan (flowchart pgs ....) made available to each form class in early February of 2013, for comment and feedback. This was also presented at the school council meeting by the BOT Student Rep.
- Board's Student Reps involved in all Board consultation (above)

*Parents:*

- A survey was given to all parents via email asking for suggestions in terms of what they would like the school to focus on in the next three years.
- A draft copy of the overall plan (flowchart pg ....) was sent home to parents through the newsletter and email in late January and feedback sought. A full copy will be available at the office for viewing in early February.

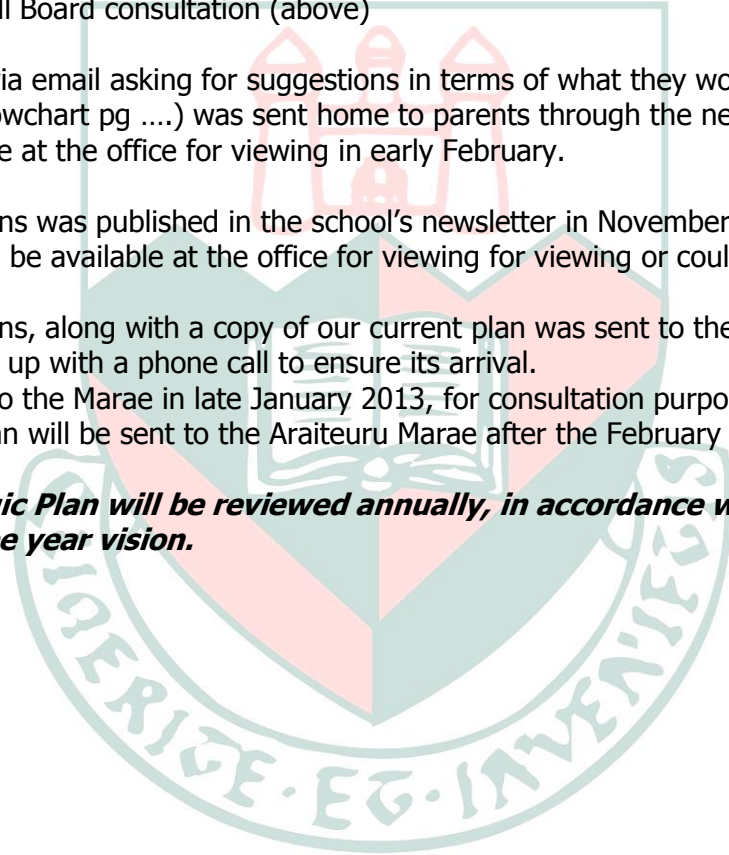
*Kaikorai Valley Community:*

- Requests for input/ideas/suggestions was published in the school's newsletter in November of 2012.
- A draft copy of the overall plan will be available at the office for viewing or could be requested via email.

*Māori and Pasifika Community:*

- Requests for input/ideas/suggestions, along with a copy of our current plan was sent to the Araiteuru Marae in November of 2012 seeking input/feedback. This was followed up with a phone call to ensure its arrival.
- A copy of the draft plan was sent to the Marae in late January 2013, for consultation purposes.
- A full copy of the new Strategic Plan will be sent to the Araiteuru Marae after the February Board meeting.

**REVIEW :** *The Charter and Strategic Plan will be reviewed annually, in accordance with the Board's self-review programme, and in order to maintain a three year vision.*



## SUPPORTING DOCUMENTATION

*The following documentation supports us in fostering excellence in curriculum:*

- Annual Plan
- Curriculum Plan
- Triennial Self Review Cycle
- Quality Management System document
- Policies and Procedures around senior assessment practice
- Senior Option booklet
- Staff Handbook
- Annual Curriculum review
- Annual departmental reports
- Board Assurance statement

*The following documentation supports us in fostering excellence in teaching:*

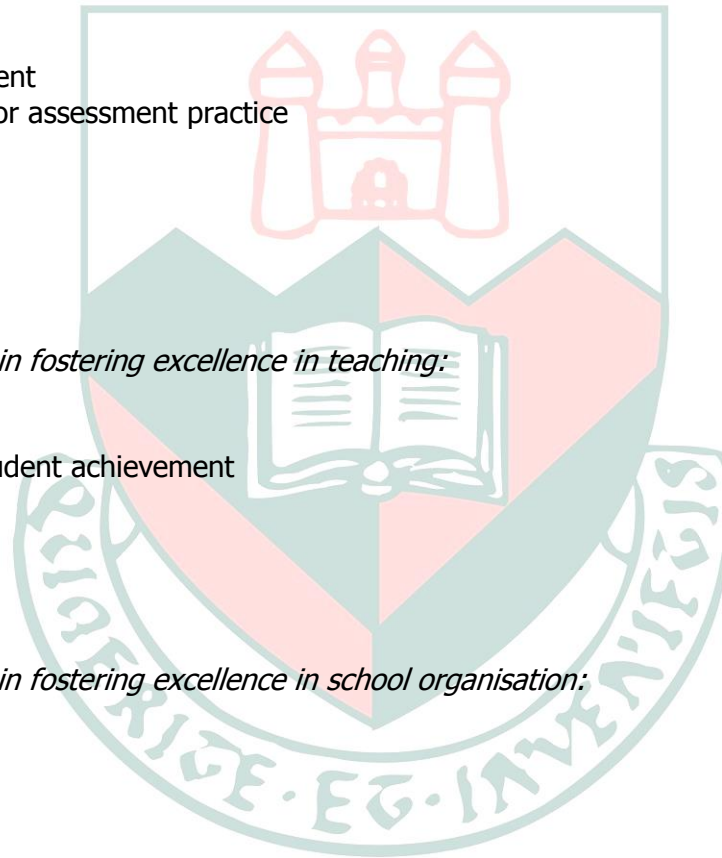
- Annual Plan
- Triennial Self Review Cycle
- Annual reporting to the Board on student achievement
- Professional Development plan
- Weekly reflection journals
- Performance management system
- Staff and Student Handbooks

*The following documentation supports us in fostering excellence in school organisation:*

- Triennial Self review programme
- Annual Plan
- Annual budget
- Financial management procedures
- 10 year cyclical maintenance plan
- 5 year property plan
- All policies and Procedures
- Term calendar

*The following procedures support us in fostering positive community partnerships:*

- Weekly newsletters
- Public meetings



- Hui resulting in closer liaison with the whānau and the Araiteuru Marae.
- Regular parental contact through parent/teacher/student interviews, three way conferences, telephone calls, letters and meetings
- Open door 'policy'

### The NEGs by Summary

1. High standards of achievement
2. Equality of education
3. Development of knowledge
4. Foundation for future learning
5. Broad education
6. Excellence through clear objectives & monitoring
7. Success for all – special needs
8. Access to qualifications
9. Increased Māori and Pasifika participation
10. Cultural diversity

### The NAGs by Summary

1. Student achievement
2. Self-review
- 2a. National Standards
3. Employer Responsibilities
4. Finance and Property
5. Health and Safety
6. Legislation & Administration

### NATIONAL PRIORITIES

Kaikorai Valley College encompasses the National Priorities into its curriculum by:

- Providing a safe physical and emotional environment for its students
- Providing opportunity for success in all of the essential learning areas as outlined in the NZC
- Placing emphasis on literacy and numeracy by requiring strategies to be included in all units planning at Years 7 – 10 and setting specific targets in NCEA
- Placing emphasis on literacy and numeracy in Years 7 & 8 and measuring these against implemented National Standards
- Keeping students, parents/whanau, community and Board up to date with student progress
- Setting specific achievement targets for individuals and groups of Māori & Pasifika students

# Kaikorai Valley College Strategic Plan 2013 - 2015



"Kaikorai Valley College is committed to innovation and the promotion of excellence in teaching and learning. In partnership with our community, we seek to provide broad based educational opportunities which address the needs of individual students in a safe, co-educational environment." He manu whai huruhuru – Opportunity and Success for All



## Improving Student Learning & Achievement

- **Numeracy & Literacy**
  - Students are achieving numeracy and literacy in Level 1 of NCEA over a two year cycle.
  - Literacy recovery programme that targets Year 7 – 10 students, with specific achievement targets being set (see annual plan) are implemented.
- **National Standards**
  - Students, parents and families are clear about progress and achievement in relation to the National Standards.
  - Performance levels in reading, writing and mathematics as measured against the national standards (see annual plan) are raised.
- **Learning programmes**
  - Alternative learning pathways for students who traditionally have struggled with pure academic programmes are implemented.
  - Māori and Pasifika students are fully engaged.
- **Targeted Groups**
  - Annual, specific and achievable targets for achievement are set and monitored for priority learners including individuals as well as identified groups.
- **Sport in Education Project**
  - Improved academic and social outcomes for students are achieved using sport as a context for learning.

Students

## Developing A Quality Learning Environment

- **Curriculum Development**
  - Seamlessness to curriculum delivery from Yrs 7 to 13
  - Local flavour in our school curriculum is evident
  - Department documentation and unit planning is revisited to ensure all aspects of the NZC ie. Vision, Principles, Values, Key Competencies and effective pedagogy are incorporated to curriculum delivery.
  - Documentation and practice that ensures the safety of all personal involved in EOTC, in line with recent ERO publications
- **Recognising New Zealand's Cultural Diversity**
  - Procedures and practices reflect NZ's cultural diversity and those practices as found in the Ka Hikitia a & Tataiako documents are implemented.
- **School Wide Positive Behaviour for Learning**
  - Effective systems and pedagogy that bring about behavioural change that moves away from punitive measures to positive reinforcement and is built on relationships (SWPB4L) are in place.
- **Maintain small classes in Years 7 & 8**
  - Class sizes at Years 7 & 8 are managed to ensure they do not climb beyond the high twenties.
- **Professional Growth**
  - School wide professional development programmes focus on SIE, ALL, SWPB4L and independent learning skills.
- **Teacher Appraisal**
  - The school's teacher appraisal system incorporates the Registered Teacher Criteria.

Teaching

## School Organisation & Structure

- **Property**
  - A renovation programme to modernise classrooms is in place
  - A fibre connection into the school is installed
  - Digital technology is used in teaching spaces.
- **Personnel**
  - Staffing is in line with the GMFS, not prohibiting BoT and International Dept initiatives.
  - The appraisal system ensures professional growth.
- **Community**
  - School promotion maintains the school roll.
  - Parents are actively involved in the learning of their children.
- **Finance**
  - Effective financial management systems are in place and Board personnel are actively involved in the planning and monitoring of spending
- **Computer Network/Systems**
  - A support contract around the school's computing network is implemented
  - Have a strategic plan for ICT that takes into account current plant and what might be needed in the future
  - A managed learning environment allows much wider access from all key stake holders

Systems



"Kaikorai Valley College is committed to innovation and the promotion of excellence in teaching and learning. In partnership with our community, we seek to provide broad based educational opportunities which address the needs of individual students in a safe, co-educational environment." He manu whai huruhuru – Opportunity and Success for All

## Goals to improve Student Learning and Achievement

- Achievement targets are set for all year levels, with a particular focus on priority learners, and these are monitored to ensure they are fully engaged. (HOD/TICs)
- The place of Māori & Pasifika students in our school is recognised and acknowledged; learning needs are catered for and celebrated. (SAF/NK/Ep)
- Students, families and whanau are clear about their child's progress and achievement, including in relation to the National Standards at Years 7 & 8, and feel comfortable asking questions regarding how to support their child's next steps. (TP)
- Student achievement data is developed to inform teaching staff at transitions points within the school. (HOD/TICs)
- Improve academic and social outcomes for students by using sport as a context for learning and engagement (SIEP). (Re)
- Tailor school based responses for students well below or below NZC standards in reading and/or writing. (ALL) (FI)

Students

## Goals to achieve a quality learning environment

- Inquiry based approach to teaching and learning that includes a cycle of department review is implemented. (Gr)
- Department documentation, and unit planning is revisited to ensure all aspects of the NZC such as; Vision, Principles, Values, Key Competencies, Literacy and Numeracy initiatives, effective pedagogy and *local flavour* are incorporated to curriculum delivery. (HOD/TICs)
- Effective systems and pedagogy that bring about behavioural change that moves away from punitive measures to positive reinforcement and is built on relationships (SWPB4L) are being implemented. (Ch/St)

Teaching

## Goals for the KVC environment to support Learning

- A support contract for monitoring and identifying maintenance issues to do with the school's computing network, is implemented in of 2013. (Sa)
- Effective financial management to bring about a surplus position by 2014 is in place. (RF/LBr)
- Staffing is managed within the schools GMFS, not prohibiting BoT and international dept. initiatives. (Gr)

Systems

# Kaikorai Valley College: Annual Goals

HOD/TICs



**KVC = Kaikorai Valley College**  
**HoD = Head of Department**

**ELA = Essential Learning Area**  
**BoT = Board of Trustees**

**SMT = Senior Management team**  
**SCT = Specialist Classroom Teacher**

**Goal 1:** To set specific, measurable targets for achievement across the school, with particular focus on priority learners, including Māori & Pasifika, and monitor these to ensure groups and individuals are fully engaged.

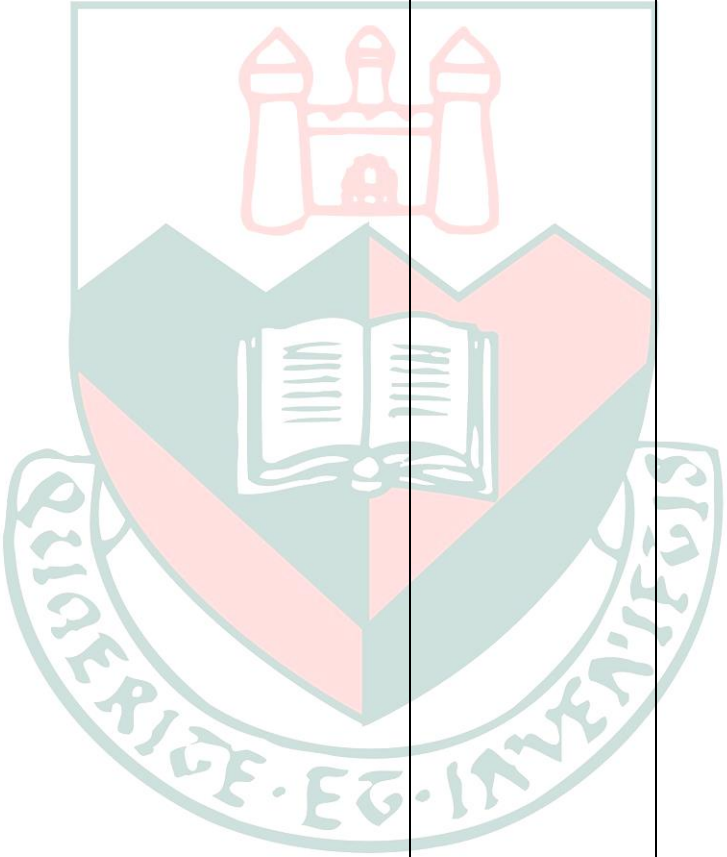
**Current State:** Achievement targets in 2012 tended to be global in nature, and did not always identify priority learners.

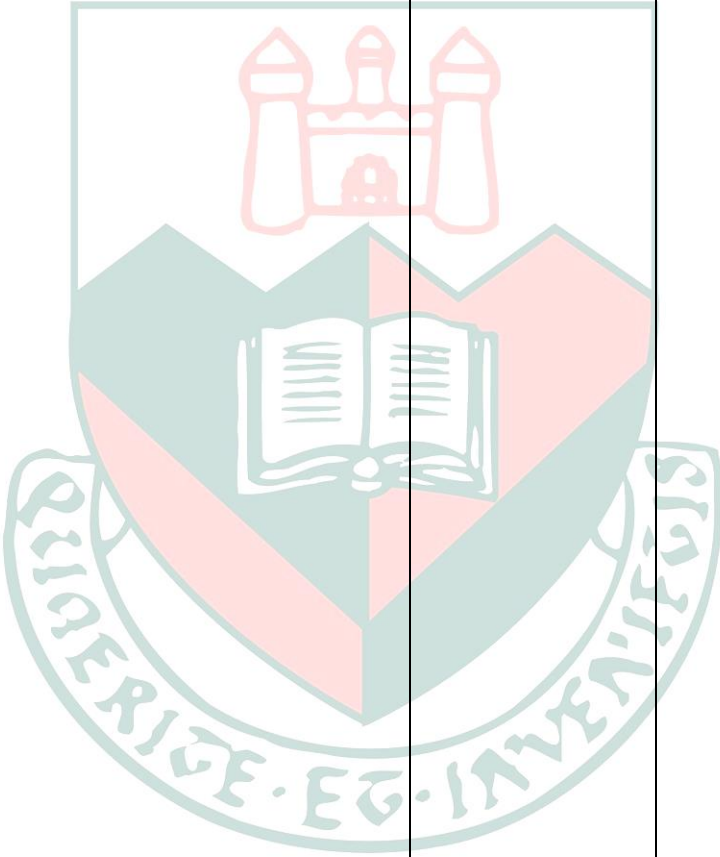
Target – by the end of 2013	Actions	Personnel Resources	Review	Outcome
<p>All teaching staff will set achievement targets for EACH unit of work, or unit/achievement standard, for EACH of their classes.</p> <p><b>Year 13</b> By December 2013                      - 85% of students who complete a Yr 13 academic course, i.e. Studying 4 or more approved subjects will gain UE                      - Of the remaining</p>	<p>Based on data collected from last year's analysis, ALL teachers will set targets for each unit of work. The same (or higher) targets shall be set for Māori students. Targets will be measurable and based on achievement.</p> <p>Where text is shaded, indicates reference to priority learners. These are students that could be identified as part of the 'tail' the Government often refers to which <i>may</i> include Māori and Pasifika.</p> <p>Each Essential Learning Area will be responsible for developing an action plan to implement the following achievement targets.</p> <p>The DP will monitor Year 11 – 13 students, by holding at least two individual meetings with them during the year. The first of these will establish goals which will be signed off by caregivers and monitored throughout the year.</p>	<p>All teaching staff                      Data administrator  <b>HOD/TICs</b>                      SCT                      Form teachers                      Teacher Aides                      SMT</p>	<p>Unit evaluations                      Reflection journals                      Regular reports to BoT                      Dept reviews                      Updates on strategic goals to BoT                      Dept annual reports                      Annual variance report</p>	

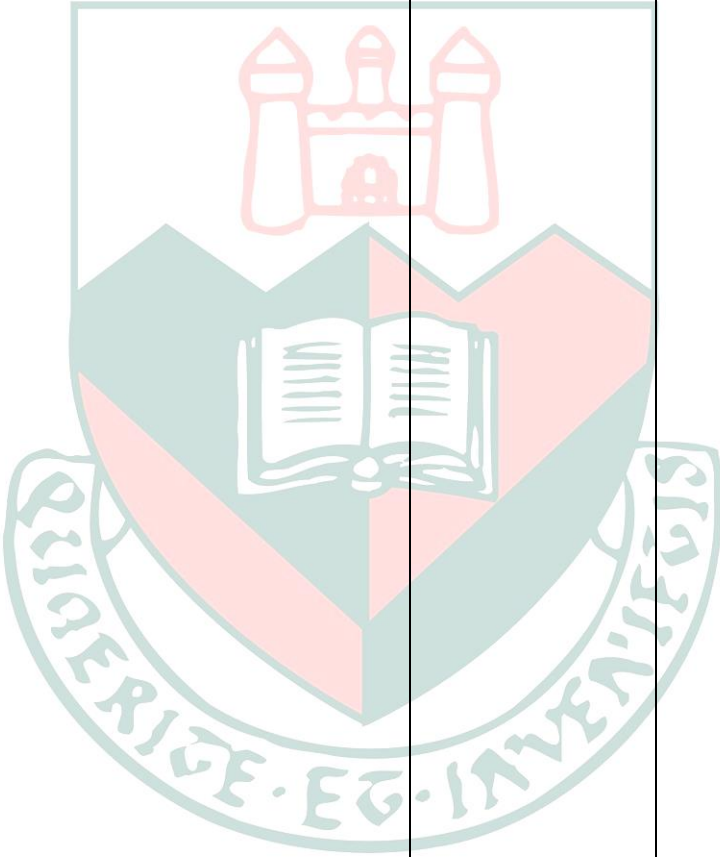
<p>15%, 3/4 gain level 2 NCEA.</p> <ul style="list-style-type: none"> <li>- The remaining 5% Complete a Yr 13 school year gaining valuable employment skills.</li> </ul> <p><b>Year 12</b> By December 2013</p> <ul style="list-style-type: none"> <li>- 80% of eligible students who complete Yr 12, gain L2</li> <li>- 15% who complete Yr 12 gaining merit endorsement</li> <li>- 5% who complete Yr 12 gaining excel Endorsement</li> <li>- Of the remaining 20%, 15% gain 40 level two credits.</li> <li>- The remaining 5% gain 30 level 2 credits and valuable employment skills.</li> </ul>	<p>Three way conferences will be held at the end of Term 1, Term 2 and in Term 3 with each student, their families, whanau, and teaching staff, to establish goals for the remainder of the year and in the lead up to NCEA externals.</p> <p>Individual programmes will be set up for students who were identified as being at risk of not gaining L1 literacy or numeracy. These will be monitored by HODs.</p> <p>Professional development in gaining Excellence and Merits grades undertaken by all NCEA staff led by the Deputy Principal &amp; Principal.</p> <p>Regular reports will be presented to the Board evaluating achievement data against specific targets.</p> <p>End of year data will be analysed to inform progress and planning for the next year.</p>			
<p><b>Year 11</b> By December 2013</p> <ul style="list-style-type: none"> <li>- 80% of eligible students who complete Yr 11 gain L1</li> <li>- 94% literacy over a two year period</li> <li>- 94% numeracy over a two year period</li> <li>- 15% merit endors.</li> <li>- 4% Excell endors.</li> <li>- Of the remaining</li> </ul>				

<p>20%, 3/4 gain 50 level 1 credits.</p> <ul style="list-style-type: none"> <li>- The remaining 5% gain 40 level 1 and 5 literacy and numeracy credits.</li> </ul> <p><b>Year 9 &amp; 10</b> By Dec 2013</p> <ul style="list-style-type: none"> <li>- 80% of students are working at or above the appropriate NZC level</li> <li>- Of the remaining 20%, 3/4 progress from "well below" to "below" the standard</li> <li>- The remaining 5% are provided with learning support to shift them by more than 1 curriculum level</li> </ul>	<p>A system of moderation for work produced against curriculum levels is established in each Essential Learning Area.</p> <p>Regular reports will be presented to the Board evaluating achievement data against specific targets.</p> <p>End of year data will be analysed to inform progress and planning for the next year.</p> <p>Review assessment data to identify individuals in Years 9 &amp; 10 who need to be worked with (priority learners).</p> <p>Identify, and where necessary, assign learning support to work with these students in a targeted programme.</p>	<p>Teacher release time for moderation</p>		
<p><b>Year 7 &amp; 8 Reading:</b> By December 2013</p> <p><i>Year 8</i></p> <ul style="list-style-type: none"> <li>- To have 85% (56) Students working "At" or "Above" the National Standard</li> <li>- To move 75% (16) currently working "Below" the National Standard to "At" or "Above" the National Standard</li> <li>- To have 100% (4) of</li> </ul>	<p>A system of moderation for work produced against National standards is implemented.</p> <p>Regular reports will be presented to the Board evaluating achievement data against specific targets.</p> <p>End of year data will be analysed to inform progress and planning for the next year.</p>	<p>Teacher release time for moderation</p>		



<p>students working "Well Below" the National standard to progress to "Below" the National standard or better.</p> <ul style="list-style-type: none"> <li>- Māori and Pacifica To have 100% (8) of Māori and Pacifica students working "At" or "Above" the National Standard.</li> </ul>				
<p><i>Year 7</i></p> <ul style="list-style-type: none"> <li>- To have 85% Students working "At" or "Above" the National Standard</li> <li>- To have the remaining 15 % progress from "Well Below" to at least "Below" the National Standard.</li> <li>- Māori and Pacifica To have 100% of Māori and Pacifica students working "At" or "Above" the National Standard.</li> </ul>				
<p><b>Year 7 &amp; 8 Writing:</b></p> <p><i>Year 8</i></p> <ul style="list-style-type: none"> <li>- To have 80% (52) Students working "At" or "Above" the National Standard</li> <li>- To move 80% (22) currently working "Below" the National Standard to "At" or "Above" the National</li> </ul>				

<p>Standard</p> <ul style="list-style-type: none"> <li>- To have 100% (4) of students working "Well Below" the National standard to progress to "Below" the National standard or better.</li> <li>- Māori and Pacifica To have 100% (8) of Māori and Pacifica students working "At" or "Above" the National Standard.</li> </ul>				
<p><i>Year 7</i></p> <ul style="list-style-type: none"> <li>- To have 85% Students working "At" or "Above" the National Standard</li> <li>- To have the remaining 15 % progress from "Well Below" to at least "Below" the National Standard.</li> <li>- Māori and Pacifica To have 100% of Māori and Pacifica students working "At" or "Above" the National Standard.</li> </ul>				
<p><b>Year 7 &amp; 8 Mathematics:</b></p> <p><i>Year 8</i></p> <ul style="list-style-type: none"> <li>- To have 85% (56) of all students achieving "At" or "Above" the National Standard.</li> <li>- To have 75% ( 24) of those students achieving at "Below"</li> </ul>				

<p>the National Standard to progress to "At" or Above" the National Standard To have 100% (4) of students working "Well Below" the National standard to progress to "Below" the National standard or better.</p> <ul style="list-style-type: none"> <li>- Māori and Pacifica To have 100% of Māori and Pacifica students working "At" or "Above" the National Standard.</li> </ul> <p><i>Year 7</i></p> <ul style="list-style-type: none"> <li>- To have 85% Students working "At" or "Above" the National Standard</li> <li>- To have the remaining 15 % progress from "Well Below" to at least "Below" the National Standard.</li> <li>- Māori and Pacifica To have 100% of Māori and Pacifica students working "At" or "Above" the National Standard.</li> </ul> <p><i>Note: The Targets for Year 7 will be re-assessed by Week 4 Term 1 2013</i></p>				
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# Kaikorai Valley College: Annual Goals

SAF/Nk/Ep



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**Goal 2:** To recognise and acknowledge the place of Māori & Pasifika students in our school, catering for their learning needs and celebrating their success as Māori & Pasifika.

**Current State:** The percentage of ethnicities of students other than European/Pakeha is significant at KVC. This includes almost 10% of our student population being fee paying internationals. The numbers of students identifying as Māori is around 9% and Pasifika is 4.5%, but these percentages could possibly be higher. A working relationship and any involvement with the mana whenua of the district (Araiteuru Marae), is almost non-existent, and the school, whilst it monitors academic achievement, has little else in place to recognize and celebrate their place in our community.

Target – by the end of 2013	Strategy	Personnel Resources	Review	Outcome
<p>Māori &amp; Pasifika students are fully engaged in their programmes of study and achieving on a par (if not higher) than their peers. Systems, processes and professional development are introduced to empower staff to respond quickly to emerging needs</p> <p>Achievement is being monitored throughout the year and strategies are in place to assist at risk students (also see Goal 1).</p> <p>Staff adopt inclusive practices with Māori and Pasifika students being given a voice through quarterly meetings.</p>	<p>ALL teachers set specific targets for Māori and Pasifika students for each unit of work. Targets will be measurable and based on achievement (also see Goal 1). These will be monitored by department heads throughout the year and discussed in department meetings as a regular item on agenda's.</p> <p>Where concerns arise, these will be brought to the attention of the pastoral team.</p> <p>The school also seeks support through Student Achievement Function (SAF) to provide assistance in raising achievement.</p> <p>Short intensive learning interventions are used with identified students.</p> <p>The SAF works with the school to strengthen the capability to sustain</p>	<p>All teaching staff Data Administrator HOD/TIC Form teachers Māori and Pasifika mentors SAF &amp; MOE <b>Kaiārahi</b> <b>SCT</b> SMT Board Local Marae Kia (hui) Outside assistance with</p>	<p>Reflection journals Regular reports to BoT Dept reviews Updates on strategic goals to BoT Dept annual reports Annual variance report</p>	

<p>Māori and Pasifika have a raised profile within the school</p> <p>Attendance levels are on a par with the whole school.</p> <p>Staff are professionally growing in their abilities to teach and relate with Māori and Pasifika students.</p> <p>Strong relationships exist between the school and whanau.</p> <p>Māori &amp; Pasifika students are engaging in out of class activities and succeeding.</p> <p>The Board and community is informed about Māori &amp; Pasifika achievement.</p> <p>A strong working relationship with a local Marae to bring about improved learning outcomes for those students identifying as Māori and Pasifika</p> <p>Significant involvement of Māori, Pasifika &amp; the wider school community in the development of policies, plans and targets for improving the achievement of Māori and Pasifika students at KVC.</p>	<p>accelerated achievement for an initial 15 week period. SAF look at the school self-review methodology.</p> <p>A kaiārahi position is re-established to work closely with our Māori studies.</p> <p>The kaiārahi will formally meet with each of the students individually, at least twice during the school year, to establish goals and will make contact with whanau to engage the home.</p> <p>Māori and Pasifika student leaders are elected by their cohorts.</p> <p>A hui will be held early in the year to explain the role of the kaiārahi as well as building and fostering relationships. Further hui will be held during the year.</p> <p>Kaiārahi to make connections with local iwi to establish a working relationship.</p> <p>Individual programmes of support will be set up for students who identified as, being at risk. This may include TA assistance, additional tutorials or enlist the help of outside agencies where required.</p> <p>Professional development in and around the Ka Hikitia and Tataiako documents will be facilitated by the professional development committee.</p> <p>Specific categories from the new teaching criteria and Tataiako document will be built into classroom observation sheets for appraisal purposes.</p> <p>End of year data will be analysed to inform progress and planning for the next year.</p> <p>Participation in out of class activities will</p>	<p>PD</p>		
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	<p>be monitored for Māori and Pasifika students. Where obstacles or barriers are identified, the school will work with whanau/fono around identifying and implementing resolutions.</p> <p>Attendance records for Māori and Pasifika will be monitored and, where students are identified as being at risk, those with responsibilities will work with whanau/fono and outside agencies where necessary to bring about improved attendance.</p> <p>Year 7 students spend a day at a local Marae.</p> <p>MaiBiz are invited into the school to run a business simulation training programme with senior Māori and Pasifika students.</p> <p>Hold meetings twice per year to consult the local Māori and Pasifika community on what priorities they have for their children and encourage them to become involved in the development of policies, plans and targets for improving the achievement of the school's Māori and Pasifika students.</p> <p>Survey/speak to whanau/fono about what it means to 'be Māori and Pasifika'. Ask about possible meeting dates and times.</p>			
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# Kaikorai Valley College: Annual Goals



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**Goal 3:** Students, parents and families are clear about their child’s progress and achievement in relation to the National Standards and feel comfortable asking questions regarding how they can support their child’s next steps.

**Current State:** Parents received their first National Standards report at the end of 2011. Parents are aware of the National Standards and during 2011 & 2012 two parent teacher interviews were held with them where some discussion has taken place. However, these interviews, as yet, have not evolved into three-way conferences to discuss goal setting around National Standards.

Target – by the end of 2013	Actions	Personnel Resources	Review	Outcome
<p>Students, parents and families have a good understanding about progress and achievement in relation to the National Standards. All parties feel comfortable asking questions and as a result can support their child’s next steps.</p>	<p>A “meet the teachers” evening is held in early February where parents come along to meet the teachers and hear about KVC and Year 7. At this meeting we will inform parents, families and whanau about the National Standards and ways to support student learning.</p> <p>Two, three way conferences will be held with the student, families, whanau and teachers of Years 7 &amp; 8, one in term 1 (NCEA jumbo day) where goals for the remainder of the year will be established. The other conference will be held late in term 3 or 4 and will be a discussion about progress and outcomes. Records of these meetings will be kept.</p> <p>In between, parent/teacher interviews will occur based on mid-year reports.</p> <p>Consult with parents/whanau about reports and if they are providing the required data in a way that is easily understood.</p> <p>Insert an information page about National Standards on the school website.</p>	<p>Year 7 &amp; 8                      Teaching staff  <b>HoD Year 7 &amp; 8</b>                      Management Team                      Website                      Coordinator                      Jumbo day                      TRDs</p>	<p>Dept reviews                      Updates on strategic goals to BoT                      Annual variance report</p>	

# Kaikorai Valley College: Annual Goals

HOD/TICs



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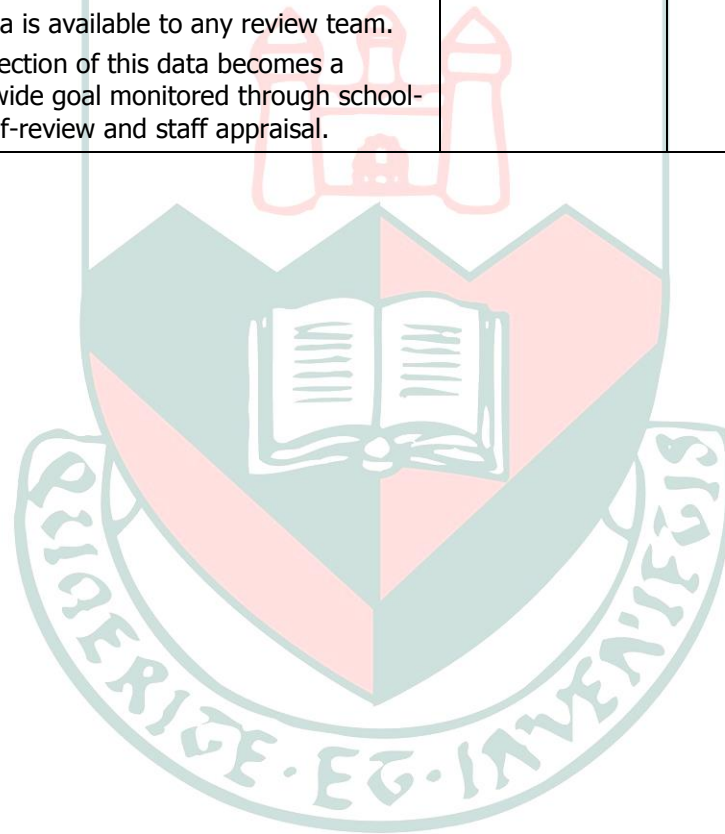
**Goal 4:** To further develop the use of assessment data collected throughout the year to inform various transitions points, with particular focus on priority learners.

**Current State:** Teachers are currently collecting a variety of student achievement data, however, could be making better use of this to inform them of the strengths and weaknesses of individuals, as well as groups of students.

Target	Strategy	Personnel/ Resources	Review	Outcome
<p>That student achievement data gathered from our contributing school's is appropriately distributed prior to the beginning of the school year.</p> <p>That, this data is validated.</p> <p>That all student achievement data gathered, is being used to inform teachers of the strengths, weaknesses, and/or points of interest for individual students as well as groups, eg. male, female, Māori, Pasifika, and other priority learners, in a timely manner.</p> <p>That this data is analysed and used to inform the next step in teaching programmes to the benefit of all students in the class.</p>	<p>Data is collated from a variety of assessment practices and stored in a central data base (student profile) in the student management system, during or at the end of each unit.</p> <p>Moderation meetings are established with teachers of Year 6 classes in our contributing schools to come to a more consistent understanding of achievement levels (validation).</p> <p>Individual data is analysed to monitor progress of priority learners.</p> <p>Group data is analysed to identify any adjustments required to teaching programmes and inform the next step.</p> <p>This information is shared with other teachers of these individual students or groups at dean meetings (all staff attend)</p> <p>A data base of achievement data needs to be established throughout the year.</p> <p>This data is shared with all teachers at</p>	<p>All teaching staff</p> <p><b>HOD/TICs</b></p> <p>SCT</p> <p>Deans</p> <p>Snr Mngt</p> <p>BoT</p> <p>ERO publication on Transitions</p> <p>Contributing schools</p> <p>TRDs</p>	<p>Reflection journals</p> <p>Unit evaluations</p> <p>Dept meetings</p> <p>Curriculum mtgs</p> <p>Dept reviews</p> <p>Updates on strategic goals to BoT</p> <p>Annual variance report</p>	



	<p>transition points from year to year or module to module.</p> <p>This data is shared with the HoDs, Senior management and is included in the annual reports presented to the board.</p> <p>This data is available to any review team.</p> <p>The collection of this data becomes a school-wide goal monitored through school-wide self-review and staff appraisal.</p>			
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# Kaikorai Valley College: Annual Goals

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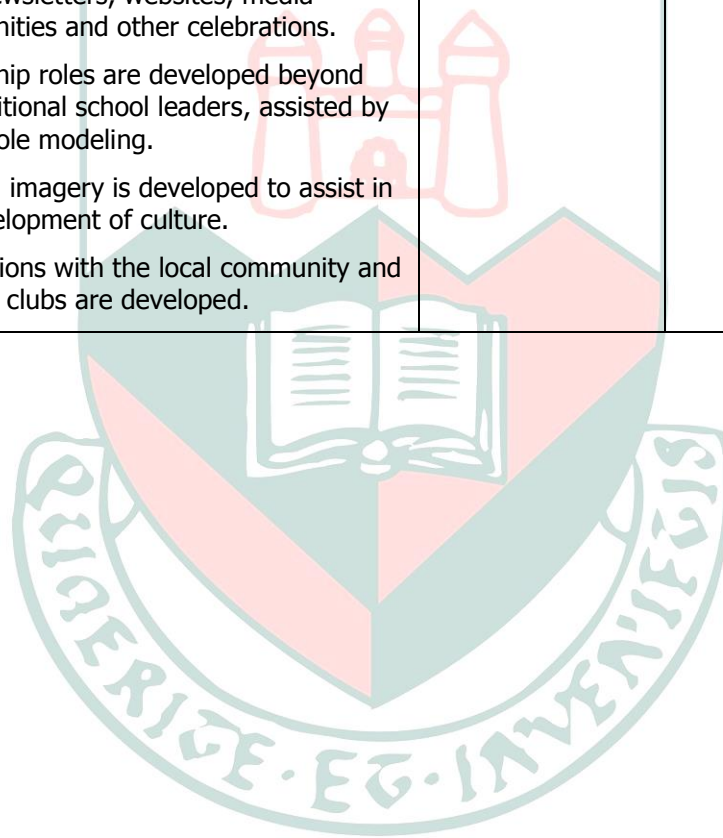
**SMT = Senior Management team**  
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**Goal 5:** To improve academic and social outcomes for students by using sport as a context for learning and engagement (SIE).

**Current State:** In 2012, Kaikorai Valley College applied to participate in a Sport in Education Project over the next three years. Our motivation for doing so was to bring about improved outcomes for students in a number of areas including academic performance, engagement, increased participation in sport and PE, improved school attendance, as well as a reduction in stand-downs and suspensions.

Target – by the end of 2013	Strategy	Personnel/ Resources	Review	Outcome
<p>Improved academic performance in Mathematics, English, and Physical Education (see Goal 1).</p> <p>Improved student engagement resulting in a minimum reduction of 10% in student referrals, stand-downs and suspensions.</p> <p>Improved attendance – 3% overall increase.</p> <p>Increased student participation in sport – 5%</p> <p>Increased teacher, support staff involvement in sport – 5%</p> <p>5% increase in student coaches and leaders.</p> <p>Improved relationships/contact with</p>	<p>Sport in Education Project staff are identified and professional development opportunities provided.</p> <p>Mathematics, English and Physical Education departments, with the assistance of the project leader, develop teaching and assessment resources using sport as a context for learning and engagement.</p> <p>Curriculum aligned leadership programmes are explored and implemented e.g. growing coaches. These programmes provide experience for students in both primary and secondary school environments.</p> <p>Professional development opportunities are created for contributing school PE staff in primary schools, facilitated by lead KVC staff.</p> <p>Enhanced school sports programmes are created both within KVC, contributing</p>	<p>Identified teaching staff</p> <p>HoDs of PE, Maths &amp; English</p> <p>SIE team</p> <p><b>Project Leader</b></p> <p>Sports Coordinator</p> <p>Sports Council</p> <p><b>Sport NZ</b></p> <p>Snr Mngt</p> <p>BoT</p> <p>MOE</p> <p>Contributing school Principals and sport leaders</p> <p>TRDs</p>	<p>Reflection journals</p> <p>Unit evaluations</p> <p>Dept meetings</p> <p>Curriculum mtgs</p> <p>Data analysis</p> <p>Dept reviews</p> <p>Updates on strategic goals to BoT</p> <p>Annual variance report</p>	

<p>identified Contributing Schools.</p>	<p>schools and links between.</p> <p>School culture (PRIDE) is developed by utilizing sport inside schools, e.g. school assemblies, posters, billboards, sports days, newsletters, websites, media opportunities and other celebrations.</p> <p>Leadership roles are developed beyond the traditional school leaders, assisted by strong role modeling.</p> <p>Sporting imagery is developed to assist in the development of culture.</p> <p>Connections with the local community and sporting clubs are developed.</p>			
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# Kaikorai Valley College: Annual Goals

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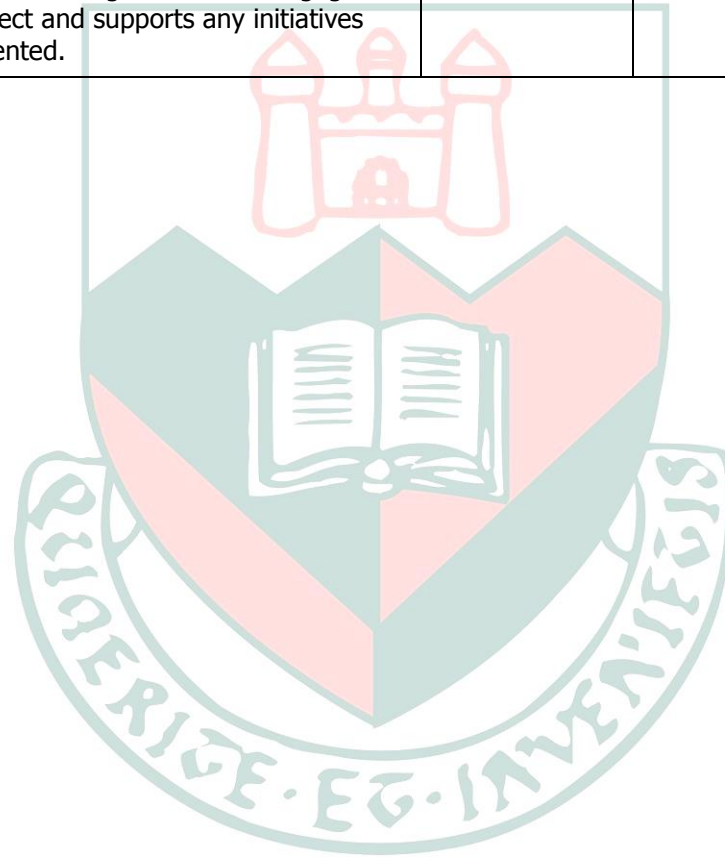
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**Goal 6:** To tailor school based responses for students 'well below' or 'below' the NZC standards in reading and/or writing. (ALL)

**Current State:** In 2011 student achievement data in Year 7 identified 11% of students sitting at 'well below' and 22% of students sitting at 'below' the standard in *Reading*. In *Writing* 20% of students were sitting at 'well below' and 40% of students sitting at 'below' the standard. In Year 8 identified 41% of students sitting at 'well below' and 7% of students sitting at 'below' the standard in *Reading*. In *Writing* 51% of students were sitting at 'well below' and 14% of students sitting at 'below' the standard. Through some professional development in 2012, it would appear in hindsight, that staff were a bit tough in their assessment.

Target – by the end of 2013	Strategy	Personnel/ Resources	Review	Outcome
<p>Student learning progresses sufficiently for students to work at or close to expected levels. Targets – see Goal 1</p> <p>Systems, processes and professional development are introduced to empower staff to respond quickly to emerging needs.</p>	<p>The school has applied for and been accepted into a Professional Learning Development (PLD) group under the Accelerating Literacy Learning (ALL) umbrella.</p> <p>The school will conduct a Needs Analysis to identify and select a target group of students based on achievement data. Specific and measureable targets are set for this group.</p> <p>The teacher with responsibility for literacy within the school, and also a teacher of a year 8 homeroom, are invited to undergo the professional development associated with the ALL project.</p> <p>The literacy teacher mentors other teachers involved in the project, facilitates the Needs Analysis, inquiry model, monitoring and evaluation. She also maintains communication lines with those</p>	<p><b>Lead teacher of literacy</b></p> <p>Other teaching staff</p> <p>HoD of English</p> <p><b>Year 7 &amp; 8</b></p> <p><b>Dean</b></p> <p>SMT</p> <p>Board</p> <p>MOE funding</p> <p>MOE Prof Dev</p>	<p>Student achievement data</p> <p>Regular reports to SMT &amp; BoT</p> <p>Project milestones</p> <p>Updates on strategic goals to BoT</p> <p>Dept annual reports showing achievement data</p> <p>Annual variance report</p>	

	<p>who need to be kept in the picture.</p> <p>Additional time is made available where and if required.</p> <p>The school management team engages in the project and supports any initiatives implemented.</p>			
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# Kaikorai Valley College: Annual Goals

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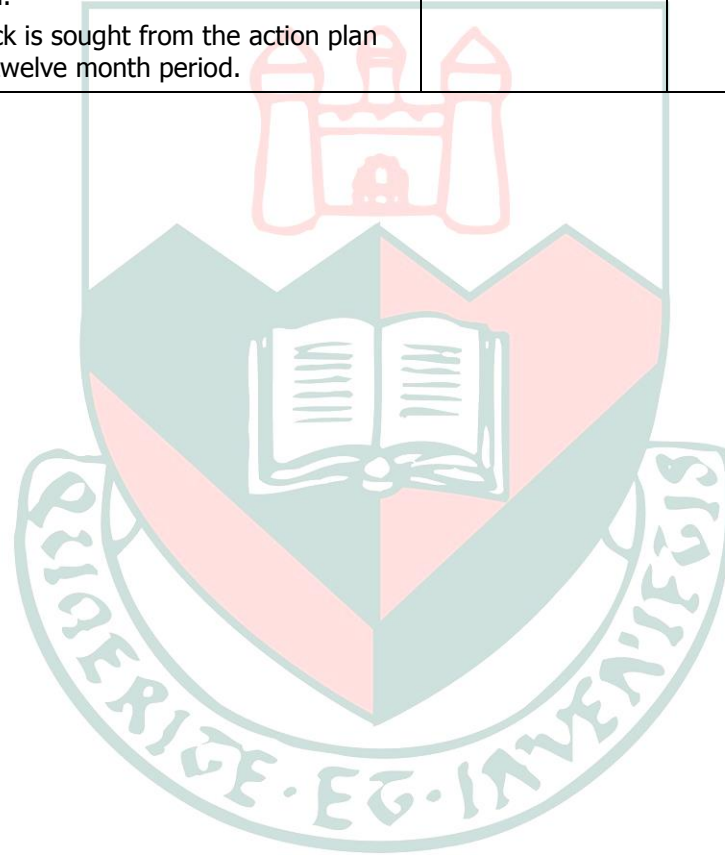
**SMT = Senior Management team**  
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**Goal 7:** To continue to develop an inquiry based approach to teaching and learning that includes a cycle of departmental review.

**Current State:** In 2012 the first two stages of self-review were introduced. These include a personal reflection journal kept by each staff member, as well as two separate interviews with Heads of the Essential Learning Areas, focusing on review and goal setting. These need to now be embedded into annual practice and developed further.

Target – by the end of 2013	Strategy	Personnel/Re sources	Review	Outcome
<p>All teaching staff will be reviewing their own practice on a weekly basis.</p> <p>Departments will constantly review units of work and look towards the next steps to bring about improved student outcomes.</p> <p>Over a period of three years each ELA will go through a comprehensive review that looks at all aspects of teaching, learning and organisation.</p> <p>This review cycle will ensure the school is providing up to date programmes of learning and achieving the best possible outcomes for students.</p>	<p>Reflection journals will be embedded in practice and an electronic form kept in each teacher's portfolio. These journals will include reflection on what went well, what did not go so well, next steps and what next time!</p> <p>All units of work will be evaluated by students and staff and this documentation filed (preferably electronically) for future reference. This may be used as evidence of departmental self-review.</p> <p>All HoDs of ELA's (except those being reviewed) will have two interviews per year with the senior management team, one shortly after the completion of the annual report and the second late in the year to discuss progress against specific departmental goals. A brief report to the HoD and BoT will be generated from these interviews.</p> <p>Each department/learning area will be reviewed on a three yearly cycle by a review team that includes the Principal,</p>	<p>All teaching staff</p> <p><b>Principal</b></p> <p>Weekly reflection sheets/ folders</p> <p>ELA interview questions</p> <p>Access to other school reviews systems.</p> <p>Teacher relief for professional development.</p> <p>A timeline for the review process.</p> <p>Teacher release for the reviewers.</p>	<p>Weekly reflections</p> <p>Summary of ELA interviews to BoT</p> <p>Dept review reports</p> <p>Updates on strategic goals to BoT</p> <p>Annual variance report</p>	

	<p>another member of the Snr Mgmt team, another HoD and an external reviewer (if required). The report from this review is submitted to the Board and an action plan required.</p> <p>Feedback is sought from the action plan after a twelve month period.</p>			
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# Kaikorai Valley College: Annual Goals

HOD/TICs



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**Goal 8:** To revisit department documentation, and unit planning, to ensure all aspects of the NZC such as; Vision, Principles, Values, Key Competencies, Literacy & Numeracy initiatives, effective pedagogy and *local flavour* are incorporated to curriculum delivery.

**Current State:** Work was undertaken on department documentation throughout 2010 and beyond to bring them in line with the NZC. These need to be re-examined to ensure they have evolved over time and include the above features.

Target – by the end of 2013	Actions	Personnel Resources	Review	Outcome
<p>Department documentation will reflect all aspects of the NZC.</p> <p>Unit plans will follow a generic format that includes the elements of Values, Principles, Key competencies, Literacy, Numeracy, pedagogy, and local flavor by the end of 2013.</p>	<p>Professional development will be given to all staff around the front end elements of the NZC and how these need to be incorporated into department documentation.</p> <p>A generic format will be discussed and agreement reached on what is to be included.</p> <p>A new template for unit planning will be provided that includes these elements.</p> <p>Observation sheets used for appraisal visits will include a section on these elements.</p> <p>Evidence of local flavor will be built into departmental reviews and will be a goal for all departments in 2013.</p>	<p>All teaching staff</p> <p><b>HOD/TICs</b></p> <p>Curriculum Committee</p> <p>SMT</p> <p>Board</p>	<p>Copies dept goals forwarded to Curriculum Committee.</p> <p>Appraisal process</p> <p>Dept reviews</p> <p>Updates on strategic goals to BoT</p> <p>Dept annual reports</p> <p>Annual variance report</p>	



# Kaikorai Valley College: Annual Goals

Ch/Sw



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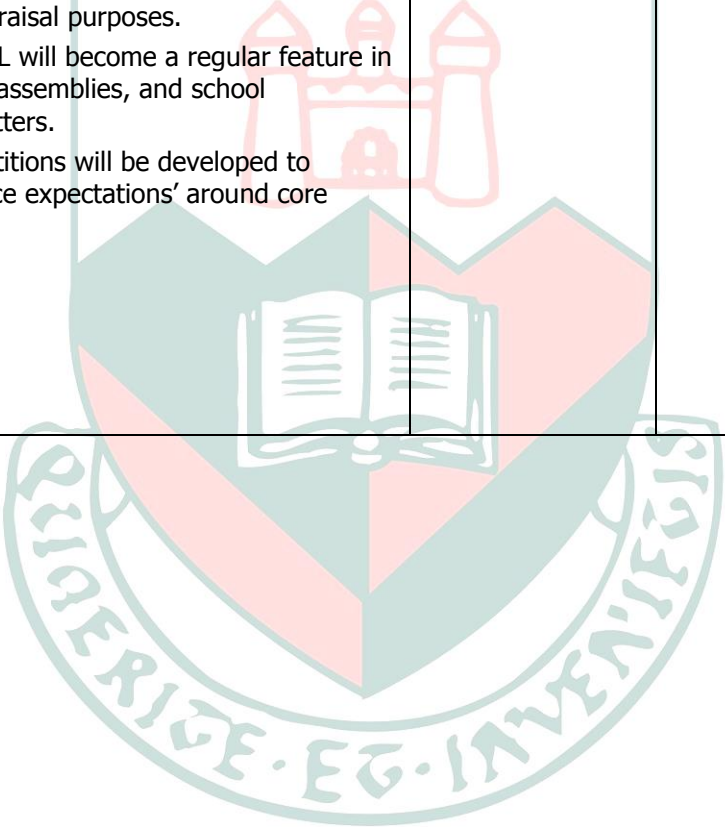
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**Goal 9:** School Wide Positive Behaviour for Learning *SWPB4L* - To explore and implement effective systems and pedagogy that brings about behavioural change that moves away from punitive measures to positive reinforcement and is built on relationships. This is a three to five year process which includes training for school leadership and school team coaches.

**Current State:** Kaikorai Valley College has well established behavioural systems, however, discipline within the classroom can have a punitive approach that fails to teach the correct behaviours desired.

Target – by the end of 2013	Strategy	Personnel Resources	Review	Outcome
<p>A team approach for creating and sustaining a safe and effective school is established. Behaviour management focuses on preventing problem behaviours through developing social skills, reinforcing desired behaviours through teaching, consistent management of inappropriate behaviours, and using data-based assessment and problem solving to address concerns.</p> <p>The values encompassed in PRIDE will be retaught to establish, understanding and encourage modelling.</p> <p>Posters and other visible material are used throughout the school that explains the core values/rules we expect of all people involved in Kaikorai</p>	<p>SWPB4L team will meet monthly to plan and implement strategies that are developed and recorded in an <i>action plan</i> for 2013.</p> <p>The daily timetable will be adjusted to accommodate a specific teaching time for SWPB4L strategies.</p> <p>Lesson plans will be provided by the SWPB4L team to assist teachers in delivering a consistent approach to SWPB4L strategies.</p> <p>Targeted professional development will occur with ALL staff, teaching and non-teaching, on a regular basis and will form a significant part of the school-wide PD focus for 2013.</p> <p>Staff will consistently model the practices they wish to see from students.</p> <p>Accurate data will be kept on student behaviour, be considered at fortnightly meetings and will form the basis for</p>	<p>SWPB4L team</p> <p><b>Coach</b></p> <p><b>SCT</b></p> <p>Secretary</p> <p>All staff</p> <p>Data administrator</p> <p>Form teachers</p> <p>SMT</p> <p>Board</p> <p>Community</p> <p>MOE funding</p>	<p>Data analysis of discipline data</p> <p>Departmental reviews</p> <p>Staff appraisal</p> <p>Updates on strategic goals to BoT</p> <p>Annual variance report</p>	

<p>Valley College.</p> <p>Accurate data is being collated to form a baseline for improvement.</p> <p>All staff are fully engaged in the teaching and modelling of appropriate behaviours, and this is embedded into teaching practice.</p> <p>By the end of 2013 students and teachers can:</p> <ul style="list-style-type: none"> <li>• define specific inappropriate behaviours</li> <li>• analyse the behaviour</li> <li>• specify and support replacement behaviour.</li> </ul>	<p>further decision making.</p> <p>Systems will be developed throughout 2013 to reward positive behaviours.</p> <p>Specific categories from SWPB4L will be built into classroom observation sheets for appraisal purposes.</p> <p>SWPB4L will become a regular feature in school assemblies, and school newsletters.</p> <p>Competitions will be developed to reinforce expectations' around core values.</p>			
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# Kaikorai Valley College: Annual Goals

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**KVC = Kaikorai Valley College**  
**HoD = Head of Department**

**ELA = Essential Learning Area**  
**BoT = Board of Trustees**

**SMT = Senior Management team**  
**SCT = Specialist Classroom Teacher**

**Goal 10:** To develop a support contract for monitoring and identifying maintenance issues to do with the schools computing network

**Current State:** Considerable resources have been allocated to the replacement of hardware around the schools over the past five years. This includes up-to-date computers in the school's computer suites, library, and art rooms. As well as this there is a bank of 20 iPads for use in the junior school. Data projectors are now used in many teaching areas and some staff are beginning to use Moodle. The school's infrastructure consists of five servers that are now approximately 5 to 9 years old. In total, this means there are around 180 computers in use at the school. Over and above this, students are now able to bring their own devices and this is becoming more popular. At present, all staff laptops and administration machines tend to be stand-alone devices, with no real reliable back up. This is extremely worrying and in the event of a computer crashing, or a staff member leaving, a great deal of intellectual property could be lost.

Target – by the end of 2013	Strategy	Personnel/Re sources	Review	Outcome
<p>Develop a support contract that ensures the school's servers are monitored and any maintenance issues dealt with.</p> <p>A synchronisation process is built in, to ensure all data is backed up to the school's servers.</p> <p>An external reliable backup up is made of all the schools data on a regular basis.</p>	<p>A letter outlining our situation is sent to several identified companies asking a for quote for services.</p> <p>Consideration is given to these quotes and the costs involved in term of budgeting purposes.</p> <p>A contract is entered into.</p>	<p>Board</p> <p>Management</p> <p><b>ICT Staff</b></p> <p>Contractors</p>	<p>Board meetings</p>	

# Kaikorai Valley College: Annual Goals

RF/LBr



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**Goal 11:** To maintain effective financial management, and develop the skills of Board personnel, to be actively involved in the planning and monitoring of spending.

**Current State:** Prior to 2010 the Board of KVC was not receiving accurate financial information, and as a consequence, was living beyond its means. At the time a LSM was put in place by the ministry to provide assistance around the school's finances. A new executive officer/bursar was also employed. In the middle of 2012 this assistance was withdrawn after the ministry deemed the school to be in a much better position to manage its own finances. The school continues to employ the person (LSM) on a contractual basis to offer advice and guidance.

Target – by the end of 2013	Strategy	Personnel Resources	Review	Outcome
<p>The finance committee monitors all aspects of the school's finances and provides sound and reliable information on its position to the whole board at its monthly meetings.</p> <p>That the Board feels much better informed about the schools financial position.</p>	<p>Financial statements are prepared well in advance for the finance committee and this committee meets monthly to discuss and assimilate the school's financial position and approve the payments of accounts.</p> <p>The school's executive officer works closely with the school's adviser to ensure good practice.</p> <p>The Board's Chair of Finances has a good understanding of where the school is positioned at any time throughout the year.</p> <p>The Board receives an in-depth report at each of its monthly meetings.</p> <p>The Board explores and considers all ways in which it might reduce spending in an attempt to bring about a surplus situation.</p> <p>The Board plan for succession in the Board elections.</p>	<p>Board</p> <p><b>Finance Committee</b></p> <p>Advisor (PH)</p> <p>Executive Officer</p> <p>Principal</p>	<p>Monthly Board meetings</p> <p>Finance committee meetings</p> <p>Monthly reports</p> <p>Annual accounts</p> <p>Auditor</p> <p>Variance report</p>	

# Kaikorai Valley College: Annual Goals

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**Goal 12:** Re-align staffing to reflect the GMFS, not prohibiting BoT initiatives.

**Current State:** The school's roll has been declining over a long period of time. In the last 5 years the GMFS has shrunk by 16 teaching staff which represents a 28% reduction in staffing. The impact of this has been somewhat softened by attrition and income from the international department.

In 2006 the ratio of teaching to support staff was approximately 3:1. In 2012 that sits at around 2:1. For some time, the school has lived beyond its means in terms of staffing and we have taken stock and examined staffing across the whole school.

Target – by the end of 2013	Strategy	Personnel/Re sources	Review	Outcome
<p>To re-align teaching staff to a maximum of 2.5 above the GMFS in 2013, and 2.0 in 2014.</p> <p>To consider the status of current teaching staff.</p> <p>To explore sustainability of non-teaching staff.</p>	<p>Look very carefully at class structure including class size and consider sustainability.</p> <p>Examine option structures available to students.</p> <p>Conduct a review of ancillary staffing.</p> <p>Grow the school roll.</p> <p>Develop a timetabling &amp; Class Viability policies &amp; procedures</p>	<p><b>Board</b></p> <p>External agent</p> <p>SMT</p> <p>Timetabler</p> <p>Staff rep to BoT</p> <p>Union representatives</p>	<p>Board meetings</p>	

BoT Chair's Signature \_\_\_\_\_

Principal's \_\_\_\_\_ Date: \_\_\_\_\_